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ABSTRACT

The Executive Summary contained in this volume is intended to offer to Congress, agency officials, and the general public an initial descriptive assessment of school-based sites in the National Right to Read Program and to report on the study made in the areas of reading instruction and acquisition by Contemporary Research Incorporated (CRI) in the last sixteen months. The entire report of the study is contained in four volumes. This first volume contains a summary of the entire study. A brief description of the Right to Read Program is followed by an overview of the scope of work and the research methods and procedures used by CRI. The major finding and conclusions of the assessment are also summarized. (Author/WB)

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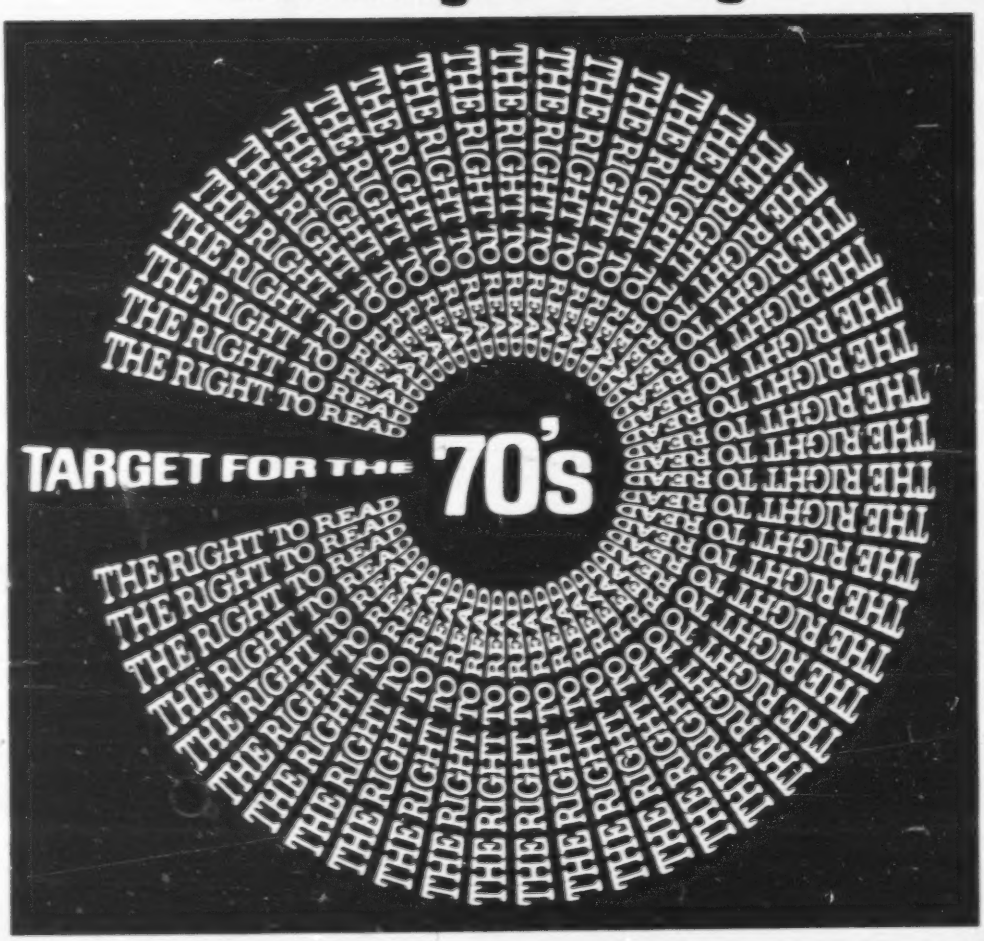

CONTEMPORARY RESEARCH INCORPORATED

evaluation of school-based right to read sites

volume I
summary of findings

OCTOBER 1973

PREPARED FOR:
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CONTEMPORARY RESEARCH INC.

Contemporary Research Inc. (CRI), with offices in Los Angeles and Washington, D.C., is a minority-owned professional consulting firm. CRI's multi-racial staff of 45 professionals represents a blend of complementary academic disciplines across the fields of psychology, sociology, education, communications, business administration and finance, information processing and computer technology, personnel management and training, and urban planning and development. Within these fields, staff academic and professional employment experiences, personal involvement, and interest range the spectrum. They include training; personnel management; bicultural and bilingual education; alcohol and drug abuse; vocational education; audio-visual development and information dissemination; child abuse, adoption, and foster care; elementary education; reading; teacher training; clinical and social psychology; mental health; and gerontology.

CRI has provided research studies and technical services for a variety of private organizations as well as federal, state and local governmental agencies. A partial listing of CRI contracts is given below:

Study of Attitudes and Beliefs of Drug Addicts (Clients) and Staff About Treatment Modalities, National Institute of Mental Health

Working Papers on Child Abuse, Foster Care and Adoption, Office of Child Development, U.S. Department of Health, Education and Welfare

A Plan for Conceptualization and Instrumentation for Measuring Attitudes Toward Women in the U.S. Army, U.S. Army Research Institute for the Behavioral and Social Sciences

An Assessment of Ethnic Minority Student Needs in Vocational Education, California State Department of Vocational Education

Assessment and Evaluation of the State of Michigan Civil Rights Commission, Executive Office of the Governor, State of Michigan

Development of a Data Base for the Administration of Aging, U.S. Department of Health, Education and Welfare

Longitudinal Impact Study of Sixth Cycle Teacher Corps Program (Phase I and Phase II), Office of Planning, Budget and Evaluation, U.S. Office of Education

In-Depth Case Study of Sickle Cell Education and Screening Clinics, Office of Program Planning and Evaluation, Office of the Secretary of Health

Evaluation of Mental Health Services to Selected Minority Groups and Development of Models of Service, National Institute of Mental Health

Evaluation of the Impact of Community Mental Health Center Consultation Services to School Systems, National Institute of Mental Health

Special Annotated Bibliographies - Drug Abuse, National Institute of Mental Health

An Exploratory Study of Teaching and Teacher Training in the Inner City, Human Resources Division, Office of Economic Opportunity

Analysis of Discrimination in the Miami Police Department, Miami Police Department, Dade County, Florida

Technical Assistance to Eight School Systems, National Center for Educational Communication, National Institute of Education

Rural Career Education, Career Development Division, U. S. Office of Education

Development of Evaluation Model for Urban League Street Academy Program, National Urban League

The Development and Implementation of Upward Mobility Workshops, Health Services and Mental Health Administration, U. S. Department of Health, Education and Welfare

A Study of Energy Consumption in Public Housing, (with Aerospace Corporation), National Science Foundation

Minority Business Technical Assistance, Office of Minority Business Enterprise

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IN APPRECIATION

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I. INTRODUCTION

The Executive Summary contained in this volume is intended to report to Congress, agency officials, and the general public, first, an initial descriptive assessment of fourty-four school-based sites in the National Right to Read Program; and second, on the study made in the areas of reading instruction and acquisition by Contemporary Research Incorporated (CRI) in the last sixteen months. The entire report of the study is contained in four volumes (of which this is Volume I), as follows:

- Volume I, The Summary of Findings, contains a summary of the entire study. A brief description of the Right to Read Program is followed by an overview of the Scope of Work and CRI's research methods and procedures. This volume summarizes the major findings and conclusions of the assessment.
- Volume II, The Evaluation of Reading Gains, documents in detail the reading gains made by students in Right to Read Programs included in this assessment. Statistical data on reading test scores are charted by grade level and by total school for each of the sites involved. The same statistics are included on an across-site comparative basis. Each of the program/process variables reported is related to reading gains. This volume contains the findings of the analysis in terms of the relationship of reading achievement to the program/process variables and CRI's conclusions and recommendations. In addition, the Scope of Work and research methods are presented in more detail.
- Volume III, The Individual Site Assessments, describes each of the individual sites in terms of its school, student, teacher, and reading program characteristics. Separate sections are devoted to the effectiveness of Right to Read Program Planning Materials, the use of Technical Assistance Teams, and

the involvement of parents and teacher aides. This volume also contains information from the projects' self-evaluations, including objectives and their degree of fulfillment, major findings, and the schools' own recommendations.

- Volume IV, Appendices, contains CRI's evaluation of Right to Read planning materials, a bibliography of research materials used during the course of the study, a matrix of all Right to Read school sites, copies of the assessment instruments developed by CRI, and a list of consultants used in the evaluation.

The Right to Read Office funded approximately 160 schools at the beginning of the 1972-1973 school year, mostly for implementation of new reading programs, but also for disseminating already successful programs in nearby schools. These sites are comprised of students of all grade levels, socioeconomic levels, residential indices, and ethnic backgrounds. In addition to having a heterogeneous student population, reading programs at these schools vastly differ from one another. This is because schools were allowed virtually complete freedom in planning and implementing the type of reading program which they considered best for their students.

In short, the Right to Read Program has the opportunity to provide crucial information to the ongoing task of defining what reading approaches, materials, instructional approaches and teacher competencies are best, for whom, and under what conditions. As a first task, however, it was necessary to acquire a sufficient amount of descriptive information on many presently funded Right to Read sites.

The present evaluation has served two purposes. First, CRI has conducted an assessment of reading gains at the sites included in the sample. This assessment reports the amount of gain shown for each month of instruction at individual grade levels and identifies the overall gain for each school as well. Second, an extensive description of the basic components of each local reading program is provided here for the Right to Read Office and other interested individuals.

CRI has called these components program/process variables. We feel that each of the variables we have identified in this report is related in some way to the reading progress made by students in Right to Read classes. The relationship may be negative or positive, and the variables range from the ethnic background of the students to the involvement of their parents to the particular reading approach used by the teacher.

In this assessment, CRI has charted reading gains made by students against many of the program/process variables to show which variables appear to make a real difference. It is important to note here that the charts and conclusions reported in these volumes do not represent cause and effect relationships; rather they show which variables have most frequently been associated with reading gains in this evaluation.

Throughout this study CRI has been learning about reading. We have asked, How does a child learn to read? Why do some children learn to read while others don't? What do reading tests really measure? Simple questions like these are not answered simply. Arriving at answers involves the consideration of many complex factors each of which, in one way or another, affects the process of learning to read.

Many people have spent many years in the study of reading. Indeed, reading has without doubt been more fully investigated than any other school-related subject matter area. We should and do know a lot about reading. The problem is, there is not a consensus among experts on such critical matters as the most effective reading approaches, instructional techniques, materials, and teacher behaviors for producing better readers.

Within the framework of this study, CRI has been able to make several important contributions to the body of knowledge about successful reading programs. These are briefly described here in the order in which they appear in the report:

- Reading gains, based on an analysis of pre- and post-test scores, are reported by grade level and by total school for individual sites (by grade level across sites).

- A complete descriptive assessment of program/process variables at individual sites and across sites is included.
- Variables most highly associated with reading gains are identified and the degree of their association is explained.
- Findings of the assessment are analyzed to provide a profile of what future Right to Read Programs might look like, based on successful programs identified during this study.
- Re-usable assessment instruments were also developed by CRI for this study.

These contributions are neither definitive nor comprehensive; they are tentative conclusions, based on an examination of the first year of operation of a new approach to funding and administering reading programs at the national level. We have little doubt that, given continued support of the Right to Read Program and companion research efforts, Right to Read can meet its goal--virtual eradication of illiteracy in America--and scholars and practitioners can learn and apply new knowledge about how children and adults best learn to read.

II. EXECUTIVE SUMMARY

A. Description of the Right to Read Program

1. Program Goals

The National Right to Read Program has the single major goal of ensuring that, within the next decade, no American shall be denied a full and productive life because he or she lacks the ability to read. In working toward that goal, Right to Read is taking steps to inform the public that there is a nation-wide reading problem; to determine what must be done to virtually eradicate that problem; to help those who are responsible for reading programs to increase their effectiveness; to identify existing public and private resources which can help in meeting these goals; to make additional resources available; to demonstrate effective approaches to teaching reading; and generally to increase our citizens' reading competencies.

As stated at the national level, the Right to Read effort is designated to "increase functional literacy so that by 1980, ninety-nine percent of the people in the United States sixteen years old, and ninety percent of the people over sixteen, will possess and use the reading competencies which will allow an individual both to take advantage of options that should be available and to create new options for himself." Toward this end, the U.S. Office of Education (USOE) has planned, organized, sponsored, and is implementing a coordinated effort involving all segments of society, public and private, professional and non-professional.

2. The General Plan of Action

The General Plan of Action for the national effort is based upon the premise that the Office of Education would maximize the potential of reading programs to change and be effective by creating a network of school- and community-based programs that would be "lighthouses" in fostering development and change in reading programs and activities. The USOE approached the local school districts through nominations by State education agencies and proposed that the districts enter into a participative program involving USOE, the State Education Agency (SEA), Technical Assistance Teams, Unit Task Forces, Regional Offices

of USOE, and Local Education Agency (LEA) Administrative Heads. After working together to establish the local Right to Read program, these agencies and individuals follow clearly established guidelines for their respective roles; those roles are as follows:

- The USOE assumed responsibility for the coordination of all activities related to the program; this included developing a master plan; organizing, planning, implementing, and evaluating the National Right to Read Program; and providing planning, implementation, and evaluation assistance to local projects through the SEA. The National Office was also responsible for disseminating information on local and national efforts.

- The SEA, in addition to redirecting or supplementing financial resources of Right to Read programs, nominated local school districts for participation in the program and provided information on promising practices within the state. SEAs were also responsible for providing liaison between local and national levels and, whenever possible, ensuring that national reading priorities and program practices were instituted at the state level.

- The Technical Assistance Teams (TATs) were made up of specialists and generalists in the fields of reading and language development. They provided assistance to Right to Read schools and districts, especially in the areas of program development, planning, implementation, and evaluation. They also helped in planning staff development programs and activities and provided some liaison and dissemination services.

- The Unit Task Force (UTF) was the principal organizing, planning, and managing group within each school. This group was made up of a central office administrative staff member at the assistant superintendent or equivalent level, the principal head administrator of the selected school or district, two

Right to Read teachers from the school or district, and two parents of Right to Read students. This group was responsible for organizing the local program and implementing all its components (including planning, needs assessment, reading diagnosis, community linkage, evaluation, and dissemination).

- The USOE Regional Offices were responsible for monitoring state activities, and providing dissemination assistance by performing liaison and feedback services.
- The LEA Administrative Head was perceived as the major catalytic agent in the school; he set the educational tone, provided leadership, and managed the staff. He also established local policies, was an active member of the program planning team, periodically reviewed the local program's objectives and progress, and was a point of contact for the SEA and USOE. He/she was also responsible for developing strategies for making maximum use of other Federal, State, local, and private funds and human resources.

3. Types of Right to Read Sites

Right to Read Centers were located at the following types of sites (while the Right to Read Program established both school- and community-based centers, this report deals only with school-based sites, since the CRI contract covered only those programs).

- Transition Sites: Schools without substantial Federal funds earmarked for reading improvement; these schools demonstrate a willingness to make the transition from existing ineffective reading programs to effective reading programs. Such schools must contain the largest number of pupils in K-12 who fall in the lowest quartile in reading.
- Redirection Sites: Schools with substantial Federal funds earmarked for reading improvement; these schools demonstrate a willingness to make the transition from existing ineffective

reading programs to effective reading programs. Such schools must contain the largest number of pupils in K-12 who fall in the lowest quartile in reading.

- Expansion Sites: Schools at which promising practices are occurring; Right to Read would expand such practices into exemplary programs. Such schools must contain a substantial number of students in the second and third quartile in reading, and must have modified the basic reading program.
- Impact Sites: Exemplary programs which can serve as demonstration projects in areas such as teacher training, the diagnostic-prescriptive approach, individualized instruction, and classroom organization and management.

The goals of each site included intervention in reading difficulties in order to eliminate them, and eventually to become an exemplary program worthy of demonstration and replication.

4. Program Components

The USOE had identified various program components considered essential for effective reading programs. Schools were required to take these components into account during the planning phase and to show how they would be incorporated into the program. These components were as follows:

- Performance Criteria to measure the success of the local program; one of these objectives had to reflect the amount of gain in reading scores achieved by students.
- Prior Commitment to change was required to eliminate the possibility that Right to Read funds would be used merely as an appendage to regular programs or as another layer of unsuccessful techniques.
- The Impact Center Concept was fundamental to demonstration sites which were expected to have a demonstrable impact on surrounding satellite schools.

- Program Content was not restricted, provided selection of approaches was based on the needs of students. Program planners were required, however, to show how objectives related to the evaluation design and individual needs assessment.
- The Diagnostic-Prescriptive Approach required the identification of reading strengths and weaknesses of individual students participating in the program.
- Staff Development, in the form of in-service training, was viewed as an essential element in an effective program.
- Parent Participation in the decision making process, as well as in the classroom and as volunteers, observers, or paid employees, was considered essential because of the belief that parents have both the right and the responsibility to share in determining the nature of their children's education.
- Private Sector resources for planning, implementing, and evaluating programs were to be used whenever possible.
- Cost Effectiveness was essential to ensure the wise use of funds and to make replication possible and feasible.
- Review and Monitoring was integral to the program design in order to permit necessary feedback, to initiate program changes, and to assure the achievement of stated objectives.
- Needs Assessment, including process as well as performance analysis, was a basic component in each local program.
- Impact and Satellite Schools were essential concepts for determining definitive strategies for influencing satellite schools during the second year of funding.
- Dissemination of Information was a key component in the program, and schools were required to develop methods for communicating program information to the widest possible audience.

- Evaluation was necessary to assure program accountability, and USOE considered a comprehensive and continuous evaluation system essential.

These components, when planned and implemented through mutual efforts of the role groups described, were directed toward meeting the Right to Read goal of virtually erasing functional illiteracy in the United States.

B. Scope of Work

CRI performed its evaluation of the 1972-73 School-Based Right to Read Program between 8 May 1972 and 15 September 1973. During those sixteen months, CRI accomplished the following tasks:

- Reviewed and digested a large body of professional literature which was related to the goals of our study. This literature search, which continued throughout the life of the study, was designed to ensure that all CRI work would correspond to existing knowledge in areas such as parental involvement, teacher/student interaction, oral communication, self-concept, and reading approaches, all of which were thought to have significance for reading program success.

- Assessed the usefulness and efficacy of the Right to Read Program Planning Materials which were provided to each school-based site. These materials were designed to foster program planning based on (a) an original, sensitive assessment of student needs; (b) a mutual decision-making process involving parents, teachers, and principals; and (c) a systematic consistency among objectives, instructional components and techniques, and student achievement. The assessment of these materials in four Regional Workshops made their revision possible, based on feedback from representatives of local planning teams.

- Analyzed local projects' Work Statements, which provided information such as student (pre-test) achievement scores, ethnic composition, and grade levels; sites' geographic locations; instructional approaches and techniques; program objectives; training programs for teachers and aides; and types of programs and parental involvement. This analysis made possible the identification of program characteristics (variables in three categories: context, process, and product) which warranted further study. From this information a matrix describing sites was developed.

- Developed, field tested and mailed out questionnaires to be completed at each site. These instruments were designed to elicit information on the characteristics of local programs and teachers' attitudes toward the Right to Read Program and its many components as well as personal, attitudinal and demographic data.

- Prepared an initial report of the assessment which documented our activities between 1 July 1972 and 31 January 1973.

- Designed a format for local sites' self evaluations to ensure uniformity of data reporting and analyzed the self evaluations which were conducted. These self evaluations included information on program objectives and their accomplishment; demographic data on programs' teachers and students; planning and operation activities; evaluation procedures; and recommendations growing from the evaluation.

- Collected student achievement data from forty-four local sites which administered standardized tests to their students. This information was recorded and later analyzed.

- Prepared a special report which detailed month-for-month reading gains at local sites; these gains were reflected in the data gathered in the previous task, and made possible identification of the number of sites that had met the Right to Read criterion for success, one month reading gain for each month of instruction. The amount of gain at each of the forty-four sites was also reported.

- Described program operations and developed categories which grouped local programs according to specific variables such as school, student, and teacher characteristics. This information, included as Volume III of this report, was used to describe the operations of individual sites; some variables

which are pertinent to generalized description of the entire Right to Read Program were also included in the descriptive analysis of the program on an across-site basis.

- Examined interrelationships (correlations) between program characteristics and student achievement gains in order to determine those factors that are most often associated with successful Right to Read Programs.
- Prepared data for use in an information retrieval system so that the data we had gathered would be readily available and easily obtained by others who might make use of it.
- Prepared a final report in four volumes, namely, this "Summary of Findings," "Evaluation of Reading Gains," "Individual Site Assessments" and "Appendices."

C. Research Methods and Procedures

1. Introduction

Contemporary Research Incorporated (CRI), under its USOE contract, has conducted a nationwide assessment of the Right to Read Program. The contract required an evaluation of school-based sites to determine the degree to which these sites were attaining the reading goals set both by the National Right to Read Office, and by the schools themselves.

One specific task of this study was an assessment of local Right to Read programs which described their program/process variables, those characteristics which were thought to have impact on program success or lack of success. CRI also analyzed these variables in relation to student reading achievement gains. Finally, CRI is reporting on the progress which local sites have made toward meeting the Right to Read success criterion, one month reading gain for each month of instruction.

2. Site and Respondent Selection

The National Right to Read Office and CRI decided that, in order to be included in the CRI study sample, school-based Right to Read programs must meet three criteria: 1) an indication that the program planned to use standardized tests to measure student reading levels before and after the first year of program operation; 2) full program implementation at the beginning of the 1972-73 school year; and 3) full program funding at the beginning of the 1972-73 school year. Use of these latter two criteria assured that programs would have an entire year of operation before they were evaluated. CRI chose to study only sites which used standardized tests. This procedure was considered best for acquiring measures as valid and reliable as possible for the purpose of combining scores from different tests, comparing gains across grade levels and across sites, and to enable CRI to report gains in a uniform manner for all sites.

By using these criteria, CRI selected forty-four school-based sites for the study. From these sites, different respondents were selected for two data collection points. For the first point, each site in the sample

sent either a parent, a teacher or a school administrator from their Unit Task Force to a Regional Workshop, where they supplied information on their program. For the second data collection point, each Right to Read teacher in the selected schools provided information on mail-out questionnaires entitled Process Variables, Teacher Characteristics, and Teacher Questionnaire. Additionally, all sites in the sample were asked to prepare a self-evaluation report according to an outline suggested by CRI and the Right to Read Office. All teachers in the Right to Read Program were also asked to complete a form listing information (including standardized test scores) about their students.

3. Study Instruments

The instruments completed by representatives at the Regional Workshops were as follows:

- The Unit Task Force Questionnaire was designed to elicit information regarding the operational characteristics and functions of the group. A number of questions were geared to determine the working relationships of parents, teachers, and administrators, and the means of selecting UTF members.
- The Technical Assistance Support Questionnaire was directed toward ascertaining the quality and quantity of assistance that sites were receiving from the Technical Assistance Teams provided by the National Office. Both Technical Assistants and members of the UTF completed this questionnaire.
- The Needs Assessment Package Questionnaire was used to tap representatives' feelings about the NAP's usefulness and clarity.
- The Program Planning Procedure Questionnaire was designed to obtain the respondents' opinions about the usefulness and clarity of the planning steps and accompanying charts.
- The Status and Reporting Center Questionnaire measured the UTF members' reactions to the S and RC materials in terms of how they were utilized, their usefulness, and their clarity.

- The CRI Assessment Areas Questionnaire served as a guide for determining evaluation criteria that could be applied across sites. Respondents were asked to indicate which of several suggested areas of evaluation were applicable to their programs in terms of their specific goals and objectives.

- The USOE Objectives Questionnaire asked respondents to indicate which of the USOE-suggested objectives were incorporated into their program's goals and objectives.

The second information gathering tool, the mail-out instruments sent to each school, used the following instruments:

- The Process Variables Instrument was developed to ascertain the particular program and process variables that correlated most highly with student reading gains; it also enabled CRI to write a comprehensive, descriptive assessment of each site's reading program. Among the variables studied were the following:

  --type of reading approach used
  --number of hours devoted to reading instruction
  --teacher-student organizational scheme
  --evaluation procedures and techniques
  --ethnic breakdown of the class

- The Teacher Characteristics Instrument assessed three major categories of variables: teacher and class demographic characteristics and teacher attitude toward the program.

- The Teacher Questionnaire included items which were directed toward ascertaining teachers' locus of control with regard to attributions of student success and failure in reading.

- Student Reading Achievement Data Forms were mailed to all of the sample schools. One form was to be completed for each Right to Read class. This information (e.g., state, city, school, age, ethnicity, pre- and post-program test scores, etc.) was needed for descriptive and identification purposes as well as for use in making correlations between reading achievement gains and program/process variables.

- The Self-Evaluation Report Outline was developed by CRI so that each site could uniformly report its own program evaluation information. Among other items, this outline included the following:

  --Description of program objectives and the degree to which they were accomplished.
  --Total number of students in present Right to Read classes by grade level.
  --Ethnic breakdown of students in Right to Read classes.
  --Ethnic breakdown of teachers of Right to Read classes.
  --Nature and extent of in-service staff training.
  --Parental involvement.

4. Data Analysis

Analysis of the information provided on these instruments was useful in several ways:

- Information from the Process Variables, Teacher Characteristics, and Teacher Questionnaire instruments made a descriptive assessment of individual sites possible. It also allowed for the calculation of correlations between program components and student reading achievement gains. This analysis identified the program characteristics most frequently associated with the highest reading gains.
- Self-Evaluation Reports were reviewed, categorized and analyzed; this resulted in the identification of specific activities undertaken in each program which were not elicited by CRI's instruments.
- Reading Achievement Scores were used to compute a mean grade level equivalent score for the pre-test and the post-test, and to determine the amount of month-for-month gain achieved by each individual student in the program.

D. Major Findings and Conclusions

This section briefly describes the major findings of the evaluation as related to reading gains. In addition to reporting what those gains were when considered from a number of different viewpoints, we also discuss the relationship between gain scores and program variables; that is, the particular program variables that were significantly related to reading scores are identified. Finally, we include a discussion of recommendations that are in order on the basis of our evaluation of school-based Right to Read sites.

1. Reading Gains

Overview

An analysis of reading gains at the 44 schools in the CRI sample showed that 29 (66 percent) met the Right to Read criterion of one-month gain for each month of instruction--a total of 27 schools (68 percent) at the elementary level, one school (33 percent) at the junior high level, and the one high school in the sample (see Volume II, Exhibit VII-12).

Schools which showed gains of 0.4 to 0.9 months per month of instruction included thirteen elementary and two junior high schools. Schools showing gains of 1.0 to 1.4 months per month of instruction included eighteen elementary, one junior high, and one senior high school. Nine elementary schools showed gains of 1.5 or above per month of instruction. The mean gain of all students at all grade levels in the program was 1.1 months per month of instruction. This involved scores from a total of 13,012 students at the forty-four schools (see Exhibit V-4, Volume II).

The analysis also showed that increased reading gains resulted at each elementary grade level as the number of grade levels implementing the Right to Read program increased.

Although a very low sample of junior high schools was analyzed (three in all), no school demonstrated overall gains as high as 1.0 at either the eighth or ninth grades. Due to the low sample size, however, valid conclusions cannot be drawn from these data.

In general, reading gains in classes that combined different grade levels were not as high as gains found at single grade levels.

Reading Gains and Student Sex

Reading gains, by grade level, of male and female students showed a high degree of similarity. Female students did show superior gains for six of the nine grade levels, while at the other three grade levels their gain was equal to that of males. The only statistically significant differences between male and female gains were at the first and second grades, where female scores were significantly higher than male scores ($p = .01$).

Reading Gains and Student Ethnicity

An analysis of reading gains and ethnicity was conducted on a per-site basis. No school with 60 percent or more combined black and Spanish-surname students showed overall gains (all students combined) above 0.9 (n = 2 schools). One predominantly black and one predominantly Spanish-speaking site (out of a total of eleven schools = 18 percent) achieved gains as high as 1.5 or above, while seven out of 25 (28 percent) of the predominantly white schools did. This difference was not significant however (chi-square test).

Of the schools that were predominantly black (60 percent or more) three schools (out of six) showed gains between 1.0 and 1.3. Two schools that were predominantly Spanish-surname in student population (out of five) showed gains between 1.0 and 1.2 inclusive. Firm conclusions about reading gains at sites that were predominantly black or Spanish-surname cannot be drawn due to the low sample, however.

A further analysis of reading gains and ethnicity was conducted on an individual-student basis, and ethnic groups were compared. The comparison showed that, generally, white and black students had the highest gains at the various grade levels more frequently than any other ethnic group (four grade levels). However, blacks also showed the lowest comparative gains at four grade levels. Spanish-surnamed students showed highest comparative gains at three grade levels, and the lowest gains at three grade levels. Indian students showed highest comparative gains at two grade levels, and lowest mean gains at six grade levels (see Exhibits VII-8, VII-10, VII-11 VII-12, Volume II).

There was a consistent decrease in reading gain scores for white students as grade level increased from first through ninth grades. Contrary to white students, gain scores of black, Spanish-surname and Indian students did not show the same downward trend as grade levels increased.

Teacher Attributions When Students Succeed and Fail

Teacher scores from locus of control instruments were analyzed. Results showed that teachers were significantly more internal on the success attributions than in the failure attributions, when indicating the sources to which they attribute success and failure in their students' learning. However, when attributions to students were compared with internal attributions, teachers indicated students were significantly more responsible for both success and failure in learning to read. Teachers also considered external factors, such as the student's socioeconomic background, his sex, and whether his parents read at home, were far less influential in learning to read than such traits as student effort and ability.

Teachers indicated that student concern for reading and student self-confidence were the two most important factors (out of 18 choices) in both succeeding and failing to learn to read.

Teacher Attributions and Teacher Ethnicity

At a high level of significance ($p < .001$), black teachers were found to be more internal than white teachers because they attributed both success and failure significantly more to themselves than whites did.

Teacher Attributions and Grade Level Taught

A significant negative correlation ($p = .001$) was found between teacher internality and grade taught. Thus, teachers of the early elementary grades were significantly more internal than teachers of later grades. This means that teachers of the early elementary grades saw themselves as significantly more responsible for the learning that occurred in their classrooms than teachers of the upper elementary grades did.

2. Reading Gains and Program/Process Variables

A number of correlations between reading gains and program variables (both at the school level and the classroom level) were computed. These correlations clearly suggest that an individualized learning situation was the best for students in this program. Significant and positive correlations were found between reading gains and such program variables as contracts, programmed learning or interactive media techniques, cross-age teaching, use of tutor-aides or teacher aides, and individual or small group settings. These correlations, which were low but statistically significant, imply that when the students were placed in one-on-one learning situations with an instructor, or were given the opportunity to learn in an individualized, independent situation, the greatest learning occurred.

3. Recommendations

The findings of this study suggest a number of areas and ways in which the effectiveness of the Right to Read Program may be increased.

- Emphasis on classrooms that involve single grade levels only should be made. Our analysis suggests that where more than one grade level was included under a single teacher in a single classroom learning did not take place to the same degree as in single grade level classes.

- Greater stress should be placed on the need to implement the Right to Read Program at the first grade. Our findings showed that while a total of thirty-two schools had the program at second grade and thirty-seven did at third grade, only twelve reported having the program at the first grade. Since much reading takes place at the first grade, however, it is obvious that the advantages a Right to Read program provides should also be found at the first grade.

- The analysis of overall grade level gains indicates that upper grades (i.e., seventh through ninth grades) did not show gains to the same degree that elementary grades did (see Volume II, Exhibit V-4, page V-6). It may be that factors accounting for reading

gains at the lower grade levels are not as effective at the junior high level. But whatever the reason for lower gains at these levels, it is suggested that increased efforts are needed at these levels for comparable results to take place.

- The findings indicate that in general minority students (black, chicano, and Indian in this study) did not demonstrate gains to the same degree that white students did (see Volume II, Exhibits VII-10 and VII-11). Although gains of Indian students were shown to be low, the exceedingly small sample of such students in this study does not warrant valid conclusions regarding these students. Among the ethnic groups blacks showed the greatest gains. Increased efforts are needed to identify the reasons for these findings and solutions for the reading problems of minority students.

- Our findings (see Volume II, page VII-17) indicate that teachers in this sample tended to attribute student success in learning to read significantly more to themselves than when students failed to learn to read. Thus, they take credit for success but do not assume responsibility when students do not learn to read. This inconsistency ought to be further investigated. The danger inherent in this phenomenon is that students will learn to attribute their success to the teacher and blame themselves when they fail.